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ABSTRACT

This final report summarizes the activities and outcomes of a grant-funded project designed to infuse cultural competence in early childhood programs by disseminating and replicating a proven parent and professional inservice training module, Multicultural Early Childhood Team Training (MECTT). During the 3 years of the project, the following objectives were achieved: (1) 61 culturally linguistically diverse parent/professional teams were prepared to provide leadership and training to approximately 3050 professionals and parents in local and state early childhood programs; (2) a guide was developed to assist these teams in adapting MECTT training materials for a broad range of programs and audiences; and (3) technical assistance was provided to adoption sites in developing and implementing state and community action plans. Additional training and dissemination activities included: two Leadership Institutes; 4 display/poster sessions; and a variety of workshops, seminars, and presentations at 9 national conferences. Finally, a Web site was initiated and information was disseminated through newsletters. An evaluation by the CLAS project (Culturally & Linguistically Appropriate Services Early Childhood Research Institute) found the MECTT training materials to be of high quality and very user friendly. In looking ahead, the report states that both early intervention and preschool programs are in need of inservice training to change policies and practices to ensure that all families of young children with disabilities are welcomed. The next challenge is reaching out to states to include training curriculum in state plans and to help them implement state-wide training for programs working with families from diverse cultures. The report includes 5 appendices: (1) CLAS Reviewer's Reports; (2) Evaluation Outcomes/Examples of Documentation Forms; (3) Leadership Institute Materials; (4) Abstract/Description of Modules; and (5) Sample Newsletter. (SG)

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FINAL REPORT

Multicultural Early Childhood Team Training: Outreach

1996-1999

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Grant # H024D60012

Submitted by

The Parent Educational Advocacy Training Center

And

The Helen A. Keller Center for Human disAbilities
George Mason University

February 24, 2000

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FINAL REPORT for Grant # H024D60012

Multicultural Early Childhood Team Training: OUTREACH

Overall Summary of the Project, 1996-99

This report will include a description of work accomplished during the final year as well as a summary of the entire project. To first capture the three years of outreach work succinctly, all objectives were reached, the expected teams trained, and materials developed and refined. Yet as we end the project, the staff feels that our outreach work is just beginning to have lasting widespread impact. After working with many different types of systems, we now have the nuts and bolts of how to instigate long term change for programs working with families from diverse backgrounds. The next challenge is reaching out to states to include such a curriculum in their state plans and to help them implement state-wide training for programs working with families from diverse cultures. Both early intervention and preschool programs are in need of inservice training to change policies and practices to ensure that all families of young children with disabilities are welcomed. We are learning about supports that might be needed for programs to sustain change.

The purpose of the project was to infuse cultural competence in early childhood programs by disseminating and replicating a proven parent and professional inservice training model, Multicultural Early Childhood Team Training (MECTT). Parent/professional teams were prepared to increase involvement of culturally diverse families in their child's development and education, to model family centered, culturally responsive practices and to provide inservice training to the staff regarding these practices. The twelve-module training package, a Participant's Notebook and a Trainer's Guide, blends skill training in cultural competence with family centered early childhood best-practices. The development of the materials, also supported by OSEP through an inservice training grant, and the outreach project were conducted jointly by George Mason University (GMU) and the Parent Educational Advocacy Training Center (PEATC). The staff members, a multicultural parent/professional team, were the initial developers of the curriculum, remained with MECTT Outreach until November, 1999 (three month time extension granted), and continue to be committed to their collaboration. The project's objectives were:

Objective 1, Team Training: To prepare culturally linguistically diverse parent/professional training teams who will provide leadership and training for local and state early childhood programs.

Objective 2, Trainer' Materials: To develop a guide to assist parent/professional training teams in adapting the MECTT training materials for a broad range of programs and audiences.

Objective 3, Technical Assistance: To provide technical assistance to adoption sites in developing and implementing state and community action plans.

Along with these stated objectives, the staff envisioned expanding and refining the training materials to a point where they could by used by experienced trainers in a variety of ways with limited direction and guidance from us. The evaluation by the CLAS project (Culturally & Linguistically Appropriate Services Early Childhood Research Institute) confirmed what our Leadership Institute participants told us, our training materials are of high quality and are very user friendly. (CLAS evaluators' reports included in Appendix A.) The training package, participant and trainer's materials, accompanies this final report.

One question the staff played over and over again during the 3 years. **"How can we increase access to the MECTT materials for early intervention and early childhood programs nationally?"** Our outreach sites were selected (after the first year) for their diversity and for how much they could teach us about answering that question. We also were concerned with tailoring our training and follow-up to each site to ensure reaching more families in their communities.

Objective 1, Team Training: In the **first year** our proposal included two Enterprise Communities, the District of Columbia and Norfolk, VA and an Empowerment Zone, Baltimore, MD. The first two sites proved to be great learning experiences for staff and participants. In DC the Part C coordinator (Part H at the time) along with members of the Interagency Coordinating Council did an outstanding job of replicating the training. Extensive use of the materials continues according to follow-up evaluation reports. In Virginia, Norfolk was the primary site

with additional teams from Hampton Roads, broadening the impact in this heavily populated region including Virginia Beach, and three surrounding localities. The Norfolk team of four key professionals and parents has reported expanding outreach activities to populations that they were not serving prior to the training.

Due to the major restructuring of the administration of Baltimore City school system we were unable to conduct a city-wide trainers' workshop for teams. With the approval of the OSEP Education Contact Person, we continued to pursue a Baltimore City School system site well into our third year. We were invited to present for two years at their city-wide conference for professionals as a result of our many contacts with the administration. These sessions were well attended and follow-up still continues. Staff held a workshop for the faculty at Federal Hill Elementary School and one team from Baltimore attended our Maryland state-wide training in Year 3.

The Illinois Department of Rehabilitation Services (DORS) eagerly substituted as the final site in the first year. An Illinois Task Force for cultural diversity training adopted and adapted our training materials to be used on a state-wide basis. In Illinois DORS serves a 0-21 population of families. A cadre of experienced trainers, professionals and parents, are supported by DORS to conduct workshops throughout the state.

In **year two,** a county in Pennsylvania, a region in Wisconsin, and Baltimore City were the targeted sites. As the Baltimore City training site failed to materialize, the Wisconsin planning committee asked to expand their training scope. We were able to agree to work with multiple agencies in Wisconsin to have a state-wide training session. So instead of one region in Wisconsin, MECTT met with a state interagency planning group. The lead agency, the Department of Health and Family Services (birth to three), assisted MECTT, managing additional funding needed for the large group and coordinating follow-up activities. The large group of 49 participants proved to be an intensive training experience for the presenters. For

MECTT the benefits of the Wisconsin site were numerous in terms of learning the complexities of working with multiple agencies within a relatively large and complex state. With full support of their state agencies, teams were prepared to reach families throughout Wisconsin.

Beaver County, PA is a rural county, north of Pittsburgh, next to the Ohio border. The early intervention, preschool, and Headstart programs were all represented by parent/professional teams. In this community, there was no forum for all of these programs to coordinate and exchange information. Professionals and parents from the different teams were, in some cases, meeting for the first time. One of the unanticipated outcomes of the training was the recognized need for regular communication among all of the early childhood programs. After we met the teams and realized that many participants were unfamiliar with the diverse populations in the county, an activity was planned to share knowledge about the entire county. Activities from the "Family Find" module were incorporated into the schedule. The technical assistance coordinator for the state enthusiastically participated, resulting in a team from the Pennsylvania state office attending the Leadership Institute.

The three sites in **year three** were the Shenandoah Valley Region of Virginia, the state of Maryland, and a region of California north of San Francisco. A more detailed narrative report of these sites follows in the next section of this report.

The other major training activities under this objective were the **Leadership Institutes** in June of years two and three. National recruitment for the institutes was targeted to experienced parent and professional trainers in leadership positions who would then use the modules for training in the communities they served. Since we had offered a Leadership Institute at the end of our first grant, we were able to refine and improve the two and one-half days of intensive learning experiences. The agendas included demonstrations, presentations and discussions with leaders in the field, time for the teams to ask questions regarding the curriculum materials and to

develop action plans for future use of these materials. A full description of the 1999 institute is included in the next section and sample materials are found in Appendix C.

MECTT staff continued numerous other dissemination activities at conferences, workshops, presentations and university seminars. The national conferences encompassed three DEC presentations, two CSPD conferences sponsored by NASDSE, and annual NEC*TAS conferences and NAME. In addition, one of the co-directors was an invited presenter at two national faculty development institutes.

Summary of Training Activities

Diversity represented at the training sites: African American, African Caribbean, Asian, Latino, Filipino, Middle Eastern, Native American, and Anglo-European.

	Site	**Date**	**Parent/Prof.Teams**
Year 1,1997	District of Columbia Illinois, DORS Norfolk, VA (Tidewater)	January, April May June	10 teams 5 teams 5 teams
Year 2, 1998	Beaver County, PA Wisconsin, state-wide (multiple agencies)	April September	5 teams 12 teams
Year 3, 1999	Shenandoah Valley, VA Maryland, state-wide (MD State Dept. of Ed.) N. California region	March April July	11 teams 6 teams 7 teams
Total	**3 cities, 2 state agencies, 1 state-multiple agencies, 4 counties, 2 regions**	**3 year period**	**61 teams of parents and professionals**
Estimated Impact of Teams: 61 teams x 50 participants =			**3050 professionals & parents**
(This is a conservative estimate of #s trained based upon feedback from teams.)			

Summary of other training and dissemination activities:

Leadership Institute, June, 1998, states represented: 31 participants
District of Columbia, Indiana, Pennsylvania,

Rhode Island, Virginia Leadership Institute, June, 1999, states represented: Alaska, Maryland, New Mexico, Rhode Island, Virginia, Washington, and the Territory of Guam	30 participants
4 display/poster sessions (estimate, 100 per session), info. to	400 participants
9 national conferences, state and local: workshops, seminars, presentations (documented by agendas, programs, memo, rosters)	412 participants

Objective 2, Trainers' Materials: Drawing from our experiences field testing the modules, the participant responses at first Leadership Institute, and direction from our two consultants, Larry Edelman and Eleanor Lynch, new additional trainers' materials were planned. We held focus groups of teams who were currently conducting inservice training using the materials. NEC*TAS assistance made it possible for Larry Edelman to review our modules and trainer's notes and then spend two days with the MECTT staff. He advised us how to expand and to revise the Trainer's Guide and to edit and refine the participant's materials. This process, though long and tedious, was successful. The new materials added helpful elements to make them easier and more flexible for trainers to use in a variety of formats. Participant feedback concerning the quality of the materials at the end training sessions and in follow-up contacts has been extremely positive as were the CLAS evaluation reports. (Appendices B and A).

Objective 3, Technical Assistance: At the end of the first year of the project, the co-directors visited NEC*TAS to learn more about effective technical assistance strategies. As a result of this visit and experiences at our first sites, additional feedback forms were routinely used and more systematized contact maintained with the teams trained and with the coordinators at each of the sites. A web-site was initiated and information disseminated through newsletters. Teams currently using the materials were invited to participate in the Leadership Institute to hear the national consultants' presentations. Members of the experienced teams were recruited to join

staff members to make presentations and participate in panels. This has proved to be a wonderful strategy for everyone. Audiences responded positively to the teams' description of how they use the materials effectively and the credibility of the staff was enhanced. Last, but not least, we repeatedly acknowledged the important role of the teams' input and productive feedback in this project. The materials meet early childhood program needs because of the help and creativity of many parents and professionals.

Report of Project Activities, Year 3, September, 1998 – November, 1999

The final year of the outreach project began with two days of planning for the year's major activities:

1) preliminary planning and coordination for implementation at the three designated sites;
2) recruitment of participant teams, securing of presenters and the logistics for the Leadership Institute;
3) final editing and dissemination plans for the materials;
4) expansion of the web site;
5) conferences and presentations; and
6) collection of evaluation data.

It was to be a very busy year for the project coordinator, the only full time staff member, and the four members with less than 25% of their time supported by the budget.

Shenandoah Valley Regional Site: The early intervention project and the Interagency Coordinating Council's (ICC) coordinator for the region were the sponsors for this site. The region covers a large geographic area, rural with towns and small communities. With MECTT's assistance, The ICC coordinator publicized the training and recruited the teams. Two private schools in the region asked to participate along with Headstart and preschool programs. We recruited a parent member of the ICC prior to the training to join the presenters for an inclusion panel discussion. Many lessons were learned through group discussion and interaction. Questions that we, as staff, had not faced before arose regarding how to deal with existing organizations and societies promoting prejudice and hatred. This area of Virginia is starting to

have increasing numbers of families from other nationalities, but the most troubling problems stem from age-old discriminations related to race and disability. Once again the staff learned from the teams and was reminded that many early childhood programs still must struggle with old diversity issues. The strong underlying themes of the MECTT materials, respect for all families and the valuing diversity, resonated with the teams from the Shenandoah Valley. They verbalized that early involvement of families in their programs was crucial, but that they also must work with their communities at large to welcome all families.

Maryland Site: In their 22 counties, The State Department of Education supports a network of resource centers, staffed by parent/professional teams. These teams were the primary participants who would then return to their counties to train staff of early childhood programs. At the end of the training the resource center teams stated that this experience and many of the materials would be of great benefit for their work with all professionals and families in their communities. The Maryland School for the Blind also sent a team, which did require making adaptations and adjustments. With assistance from the parent member of the team, the presenters and other participants, the professional who is blind was able to participate fully. This team planned to have segments of the materials from the Participants Notebook transcribed in braille. Several staff from the Maryland State Department of Education also attended the training.

Northern California Region: The Parent Information and Training Center for the region, Matrix, offered to take responsibility for the logistics coordination for this site. The preparation, including recruitment of teams, was the work of an interagency task force including a MECTT staff member. The members of the task force represented Marin and Sonoma county early intervention programs, an agency serving primarily Latino families, Headstart and preschool programs. Due to a heavy concentration of Spanish speaking families, the majority from Mexico, a bi-lingual trainer was requested. One of our experienced parent trainers who is Mexican-American was able to join two MECTT staff members to form the presenting team.

Once again we learned from the site. Our expectations were that a region adjoining San Francisco would be somewhat cosmopolitan as well as diverse. Parts of Sonoma County are rural and remote. Many family incomes are below the poverty level and housing is sub-standard. The farther north you travel up the coast, the more isolated and difficult it is to reach families. Though there are many human service agencies in the San Francisco region, coordination of services and communication is often hampered by agency policies and practices. Problem solving strategies and action planning were important elements in this training. Though we lacked in-depth knowledge of the types of problems they faced, the tools in the materials and the high level of interaction incorporated into the activities created a productive learning environment. The participants as a group were sophisticated trainers and made the most of the experience, extending the days and exhausting the presenters!

Leadership Institute: Though the Institute in 1998 was a great success according to participant evaluations, the staff wanted participating teams to come from a broader geographic area for the 1999 Institute. A more extensive recruitment plan was implemented, including several mass mailings and active publicizing in person at conferences, meetings, etc. Requests for additional information came from many states and teams from seven states registered with a waiting list of applicants.

This three-day national training seminar, helld at George Mason University, addressed family centered practices and cultural diversity in early childhood settings. Participants began the Institute by designing a logo (using fabric, thread, markers, etc.) to visually identify their team and to introduce themselves to the group. This picture/visualization served as an icebreaker and helped the facilitators to begin to understand the dynamics and culture of the group. This was a collaborative effort where everyone participated and the end product was stitched together to form what looked like a wall hanging or quilt. Project staff provided a brief overview of the

curriculum, highlighted four modules, and demonstrated a variety of activities. As a part of the first evening's social, a professional storyteller provided a valuable and enjoyable learning experience which tied in appropriately with the next day's agenda. The storyteller was a member of a team in the first field test of MECTT materials in 1994.

Beginning with a welcome by the Dean of the Graduate School of Education at GMU, the second day highlighted the keynote speaker, Dr. Isaura Barrera, Associate Professor from the University of New Mexico. Dr. Barrera, a leader in the field of bilingual multicultural early childhood special education, presented a broadened perspective of space, understanding, and skilled dialogue. She led the morning discussion following her remarks, and stimulated a great deal of group discussion. Four other experts in the fields of leadership, diversity and technology presented and interacted with participants during the course of the seminar.

Betsy Ayankoya, our Technical Assistance Coordinator from NEC*TAS, played an important role at the Institute by summarizing and tying together the "emerging themes" of the training. She brought everything into focus through a lens of culture and diversity for participants. Two parent members (graduates of MECTT at the replication and outreach stages) shared their family stories and training experiences relative to using the curriculum materials. As preparation for the final day of the Institute, participants were asked to review the training materials (Participant's Notebook and Trainer's Guide) and formulate written questions, comments, issues and concerns.

On the final day, much of the morning dialogue focused on the training curriculum and action planning. The Institute was brought to a wonderful close with technology training, the means to communicate with the project, each other and their prospective teams. Participants had hands-on experiences at the Graduate School of Education's new technology lab. Having collected information from participants about their general knowledge and skills prior to their arrival, two university instructors teamed to demonstrate the use of technology in

communicating, teaching, learning, and sharing of information. At the close of the Institute, the staff felt that the perfect balance between work with MECTT materials, consultant presentations, questions and discussions had been achieved. (Agenda and other materials are in Appendix C.)

Finalizing and Disseminating Materials: As the staff considered the final steps to take with the materials, we realized that this was one area where we needed outside help. NEC*TAS responded to our request by making one of their staff available for consultations. Joan Melner, a publication specialist located in DC, who had reviewed our materials in early draft form, met with the MECTT staff on two different occasions during the last year. We problem solved regarding final packaging, editing and further dissemination of the materials. We were able to reach decisions regarding dissemination until the end of the project, but postponed decisions regarding commercial publication pending possible continued outreach funding. Joan Melner, with her in-depth knowledge of the field and of our materials, led us through a structured process for decision-making and continues to be available for advice.

Outreach Project Outcomes

Summative Quantitative Outcomes

What/where?	Who?	Estimated Impact
8 Outreach sites: state, regional, and city (See p.7 table for details.)	61 Multicultural parent/professional teams	300 + early childhood programs (conservative estimate)
2 Leadership Institutes, 9 states, 1 territory represented	18 teams	100 + programs (based on action plans, follow-up calls)
Information dissemination (in-person) national conferences, workshops, presentations, etc.	Early childhood professionals, parents, other educators	412 participants

Access to the Web site is available through links with both sponsoring agencies and with CLAS and NEC*TAS.

Summative Qualitative outcomes

A phone survey of all participants in MECTT training is underway, 180 interview to date. This survey is being conducted as a research project by a doctoral candidate at George Mason University. Though the researcher is not a staff member, she is advised and supervised by a co-director – as close to a third party evaluator as the budget would allow. The training events covered include the pilot, two replication sessions, two Leadership institutes and five outreach sites.

In general, participants praised the MECTT training for heightening their level of awareness, developing and broadening their understanding, and sensitizing them to a range of issues related to working with diverse children and their families. Some participants referred to

their personal journey of discovery, to the realization that perhaps they weren't as broadminded as they had thought. "MECTT challenged my perceptions of myself. I thought I was broadminded, but I was forced to look at my definition of the word." Still other participants spoke of the opportunities and benefits of interacting with diverse individuals, establishing support networks within their community, across their state, or other geographical areas. A few indicated that the training was more "interesting and valuable than a county required human relations course." Almost all respondents to date have referred to the excellence of the content and materials and have praised the expertise of the trainers.

Impact on Practices: Respondents indicated that they have changed the way they interact with parents because of their greater understanding about the impact of culture. They work harder in not letting their assumptions influence their work with families. Specific actions taken include:

1) providing inservice for staff
2) reframing their approach to working with diverse families by considering the influence of culture in their interactions
3) creating a diversity task force
4) including a column on diversity in a weekly newsletter
5) assisting a university professor gain greater participation from diverse students
6) using the MECTT materials in a preservice education class, and
7) including more multicultural books, toys, and materials in their work.

Challenges noted: Participants cited:

1) need for additional information about the training for administrators
2) lack of support for staff development by their home programs, and
3) loss of team members due to restructuring of positions or natural attrition.

Evaluation summaries and site example are included in Appendix B.

Observations and Insights

As we reflect back upon the outreach project, it is difficult to separate the past three years from those of the original inservice training grant since they are so intertwined with the materials, parent/professional teams, and the same staff. Some of the following reflections relate to both, but we will try to differentiate when possible.

Multicultural Team Collaboration

The parent/professional team is the heart of the MECTT project. Though the original clear cut definition and concept of who should the team members be and what they can do has evolved, the paradigm of two or more culturally diverse parents and professionals working together to infuse cultural competence in early childhood programs, remains the same. Three constants remain – the presence of one or more parent(s) of a child with disabilities, early childhood professional expertise of one or more parties and diverse cultural backgrounds of the members. This mix of knowledge, understanding and experience creates a dynamic energy for the team, engages audiences, and models partnership. Initially we tried to limit members to trainers only, two to four person teams. Due to the insistence of prospective participants, we learned to listen and realized that sometimes an administrator needs to be a team member, sometimes supportive or key people, sometimes - etc. The most unique teams came from Interagency Coordinating Councils who often felt that several members must attend along with the designated trainers. As we found that each site is different, so are the teams. At each training session we discovered that the teams came together and formed their own culture or personality. Adapting to the diverse needs and culture of each group was at the same time challenging and energizing for the trainers.

Effectiveness of the Materials

Though the primary use of the training package is for inservice staff development for early intervention and preschool programs, we have continually been amazed at the ingenuity of the training teams. We seem to have reached our goal to make the materials as user friendly and as self-explanatory as possible. Teams often would be able to expand their membership with an

experienced member mentoring the new. Stories describe a wide scope of training activities such as:

- working with the entire staff of a school or schools
- using MECTT materials with other information and/or customizing activities for a particular audience such as peer-mentors, paraprofessionals, cafeteria workers, bus drivers
- parents acting as cultural guides, providing structured opportunities to learn about a culture, dispelling myths/stereotypes
- workshops for a variety of audiences in neighboring communities

We learned that one of the real assets of the curriculum is flexibility. A key strategy to ensure ownership of the training was to include key people in co-planning. Sites were asked to identify modules that were more relevant to them in consultation with MECTT staff. Following the training, teams were encouraged to make adaptations and changes, to mix and match activities to meet the needs of their programs and communities. The new segments of the Trainer' Guide, added during this grant period, proved to be most useful for experienced trainers as well as novices. The successful varied use of the materials has validated their flexibility.

What Next?

Based upon our experiences over the past six years, we know that the MECTT materials are capable of increasing awareness and program change. Barriers to long term change have been identified. We believe that our work is not over. The challenge is now finding funds to continue the project, to make the materials available to all early childhood programs. The logical next step is to work with state agencies to have the materials incorporated into their Comprehensive Systems of Personnel Development and other agency master plans, to give leadership teams these tested materials to disseminate in every state.

Appendices

A. CLAS Evaluations of Materials

B. Evaluation Outcomes
Examples of Documentation Forms

C. Leadership Institute Materials

D. Abstract of Outreach Project
Description of Modules

E. Sample Newsletter

A. CLAS Evaluations of Materials

C·L·A·S

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Early Childhood Research Institute

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CLAS Home Page en español

This Web site presents descriptions and reviews of current early childhood materials, selected for their potential usefulness with culturally and linguistically diverse children and families. The reviews present strengths, limitations, and potential adaptations of the materials, as well as recommendations for the most appropriate audiences. Many of the reviewed materials were developed for use with children at risk for developmental delays. Our aim is to expand culturally and linguistically appropriate services (CLAS) for young children and their families.

Send comments to CLAS Webmaster
at the University of Illinois at Urbana-Champaign
This page last modified 24 September 1999.

A project funded by the Office of Special Education Programs, U.S. Department of Education

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Multicultural Early Childhood Team Training: Infusing Cultural Competence in Early Childhood Programs : Participant Notebook

by Nona Flynn, Eva K. Thorp, Kyppee White Evans, Cherie Takemoto

Summary

Intended to be used by parent and professional teams learning from other parent and professional teams, this participant's manual is designed to help improve services to diverse families of young children with special needs. It includes twelve modules that address: (1) culturally competent, family centered principles; (2) family find; (3) communication and partnerships; (4) areas of child development"; (5) family centered assessment practices; (6) inclusive services; (7) Individualized Family Service Plans and Individualized Education Programs; (8) home visits; (9) facilitating transitions; (10) facilitating the process of becoming a family centered, culturally sensitive program; (11) developing an action plan; and (12) on-site follow-up consultation. The design of the participant training materials was based upon principles of adult learning. Two- thirds of the activities involve active participant involvement, including individual and team surveys, role plays, team projects, and analysis of case studies. Activities are designed to support team building and collaboration. They are also designed to assist participating teams in seeing themselves as change agents and to support their continuing to work together after the training.

Summary | Biblio Info | Availability | Producer Info | Reviews & Response | Users' Comments

Bibliographic Information:

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Sponsoring Agency: Office of Special Education Programs (OSEP) U.S. D

Language: English

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Reading Level: Average

Formats Available: Printed Material

Product Dissemination:

1. Hundreds. The project team has directly trained 246 participants, all receiving notebooks. In addition, all outreach sites are given camera-ready copies of the training materials to duplicate and use in training.
2. District of Columbia, Illinois, Virginia (4 regions), Pennsylvania, Wisconsin, Maryland, and California. The leadership Institute extends our outreach, through participation of leadership teams, to these additional states: North Carolina; Ohio; New Jersey; New Mexico; Washington; Kentucky; Montana; Indiana and Rhode Island.

Reviews:

Review #1

About the reviewer

The reviewer has been an administrator for several educational services, including counseling services, outreach services, assessment services and the elementary department of a midwestern deaf school. He also has been an elementary and middle school classroom teacher at the deaf school and a collaborative program in the northeast. He has been the language assessment specialist on two multidisciplinary assessment teams for deaf and hard of hearing children at Boston Children's Hospital and the Indiana Deaf School. He received his bachelor's degree in linguistics from Purdue University, his master's in deaf education from Boston University, and has been accepted into the Indiana University school administration Ed.D. program. He has special interests in early intervention service delivery, transitional services, and the evaluation process. As a deaf man, a native user of American Sign Language, a teacher of the deaf and an administrator in a deaf school, this reviewer is very interested in educational and developmental services for deaf and hard of hearing children.

Audience

This material was developed for anyone who wanted to develop cultural competence and an understanding of diversity and learn how to work with multicultural families in the field of early childhood education. It includes a training manual for a trainer and participant materials for participants. The range of possible users of this material includes students, parents/family members, service delivery personnel, administrator, faculty/trainers and paraprofessionals in early childhood education and interdisciplinary fields. The information is provided at an introductory/beginning level.

Strengths of the Material

This material covers all important information related to its primary focus and is the best I have ever seen. This material promotes awareness of cultural and linguistic diversity. It also addresses attitudes and knowledge about cultural and linguistic diversity. In addition, it provides many techniques and strategies

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to create opportunities for exposure and experience for developing skills in working with children and families from diverse populations. This material helps a group of participants to analyze their organizationís values and policies toward cultural and linguistic diversity. It does not provide answers for changing system-level policies, but it encourages participants to come up with solutions.This material has numerous ideas and strategies for getting a family involved in professional co-instruction. It encourages participation from culturally and linguistically diverse presenters and participants. Also, it recognizes different learning styles among participants by providing several alternative activities that will satisfy several kinds of learning styles and communicative patterns. The strengths of this material lie in numerous of types of strategies or methods. It has self-reflection exercises, interview, case study, critical incident, handouts, overheads, and simulation, role-play and videotape. The training manual for trainer emphasizes how to make the training session responsive to community preferences, values and beliefs. It also lists what to do and not do in meetings. It provides strategies for adapting materials for different audiences. The forms and procedures are provided for trainers to use in gathering feedback when they use these materials, especially at the end of each module. It has reviews at the end of each module, where participants can evaluate their learning experience.

These materials have been evaluated in the fields of early childhood special education in several states. Consultants were used in the review process to help evaluate this material.

Limitations of the Material

This material includes handouts as well as articles. One concern is the level of reading in those handouts -- difficult for participants and/or trainers. Depending on the participantsí and trainersí educational background, they might not feel comfortable reading those materials. They also might not feel comfortable writing their thoughts and/or feelings on paper.

Adaptations

Since this material was designed to be used with trainers who are strongly encouraged to incude parents as trainers, the articles might be difficult for parents to read. It is suggested that the articles be written or spoken in the language of parents who are expected to participate in or provide the training. Or, if participants are not comfortable with handouts for the purpose of writing or reading exercises, trainers may use oral or signing exercises instead and use group discussion to cover the topics of the handouts. This would help facilitate the discussion and learning experience.

Generalizability

Trainers would use this material for the purpose of increasing cross-cultural competence of trainees. The material is a comprehensive training curriculum that prepares parent and professional teams to improve the services to diverse families of young children with special needs.

Recommendations

Overall, this material is the best I have ever seen in the area of cultural competence training. Therefore, I recommend this material with the adaptations mentioned above.

Producer's Response

We appreciate the opportunity to respond to the reviewers' comments regarding Multicultural Early

Childhood Team Training (MECTT) curriculum materials. We are pleased with the general evaluations. We will continue to pay close attention to suggestions relative to the resource articles selected to be included in some of the training modules. In particular, we are mindful of ways to address the complexity of the language used in the supplementary information. This project is a family and professional collaborative effort. The Helen A. Keller Center for Human disAbilities at George Mason University and the Parent Educational Advocacy Training Center (PEATC) have, together, developed all project curriculum materials with input from multicultural community organizations and families. As a culturally diverse parent and professional team, our goal is to prepare parent and professional teams with a wide range of education and levels of experience to improve services to diverse families of young children with special needs. We use teamwork and team planning as we address issues of both language and literacy of team members as well as participants. The input received from the reviewers is helpful as we strive to constantly improve MECTT.

Review #2

About the reviewer

The reviewer has a master's degree in early childhood special education and a doctoral degree in curriculum and instruction. She taught preschool through the elementary grades for 15 years before teaching at the college level. She taught courses in early childhood education at two Native American tribal colleges for three years and currently teaches early childhood courses at the University of South Dakota. She has directed the production of a video and CD-ROM on inclusion.

Audience

This material is designed for personnel providing services to children and families who are diverse in cultural, language, and ability. It is intended to be used by family/professional teams of trainers who would ideally be from different backgrounds and familiar with their community. These teams would then deliver the training to family/professional teams who could also become trainers of this information.

Strengths of the Material

The material is very responsive to cultural and linguistic diversity. It integrates several themes throughout the materials which include: a broad understanding of the meaning of cultural and linguistic diversity, the importance of family-centered practices, the need for family/professional collaborative partnerships, a focus on culturally competent practices, and a focus on systematic problem solving. It is set up in 12 easy-to-follow modules which would each last approximately three hours. The developers provide a wide variety of activities which include case studies, critical incidents, role plays, group work, and lectures, as well as providing a possible time line that could be followed in the presentation. The materials include handouts, overheads and suggested videotapes. These materials are presented in the context of recommended practices for early childhood programs. It provides examples from a variety of cultures and also suggests using props, such as dolls, that will reflect the cultures of the audience. There is both a trainerís manual which outlines the activities and a participantís notebook, full of helpful handouts, activities, and reading materials.

Limitations of the Material

In general, the language used in the manual is fairly average and explains the activities well. However, one of the limitations of this material is that some of the supplemental materials included in the program,

such as articles on particular topics, may be written at a more difficult language level.

Adaptations

Those using this training material may want to be sure that members of the training team feel comfortable with the reading level of the supplemental material they will be using. They may also want to summarize some of the material in the more difficult reading material for the participants. The authors themselves suggest that training teams make adaptations in the activities to make them more culturally appropriate and even provide multiple case studies in a few instances so teams can choose the one that best fits their community.

Generalizability

This material can be used across settings and across cultural groups. Portions of this material could also be used with college students in courses on how to work with families from a variety of cultures and languages in multidisciplinary teams.

Recommendations

Recommended. This is an excellent resource for multicultural early childhood team training. Each module provides an overview of the session and directions on how to conduct the module activities. The variety and value of the activities will keep those attending actively involved. Each module ends with closing activities which bring the material together and begin preparation for the next module. The last module helps the participants to develop an action plan which will help to put the training into practice.

Producer's Response

We appreciate the opportunity to respond to the reviewers' comments regarding Multicultural Early Childhood Team Training (MECTT) curriculum materials. We are pleased with the general evaluations. We will continue to pay close attention to suggestions relative to the resource articles selected to be included in some of the training modules. In particular, we are mindful of ways to address the complexity of the language used in the supplementary information. This project is a family and professional collaborative effort. The Helen A. Keller Center for Human disAbilities at George Mason University and the Parent Educational Advocacy Training Center (PEATC) have, together, developed all project curriculum materials with input from multicultural community organizations and families. As a culturally diverse parent and professional team, our goal is to prepare parent and professional teams with a wide range of education and levels of experience to improve services to diverse families of young children with special needs. We use teamwork and team planning as we address issues of both language and literacy of team members as well as participants. The input received from the reviewers is helpful as we strive to constantly improve MECTT.

Summary | Biblio Info | Availability | Producer Info | Reviews & Response | Users' Comments

Users' Comments

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B. Evaluation Outcomes

Examples of Documentation Forms

Sample Evaluation Outcomes
From
Beaver County, PA Outreach (N=15)

New Learning	%	Application	%	Program Evaluation	%
• Cultural Reframing	60*	• Better communication/ partnerships with parents	47	Very Helpful With:	86
• Parents Vital to Planning	60	Sensitivity		• Sensitivity	
Comfort Level				• Working with parents	
Parent Reporting		• Staff Inservices	20	• Providing Information	
Understanding/Sensitivity		Reframing		• Listening Skills	
Culture				• Focusing on the doable	
Parent Preferences		• Valuing Parent Feedback	7	• Activities	
• Acting on Knowledge	7	• Transition Process	7	Time	
				• Just Right	13
• Cultural Diversity	20	• Everyday Life w/Adults		• Not Enough	
Definition		And Children	7		
Knowledge					
		• Use Problem Solving Approach	7		
		• Family Stories	7		
		• Self-Reflection	7		

*May not total 100% due to multiple responses or no response.

Best Features	%	Recommended Changes	%	Personal/Professional Application	%
• Keynote Speaker	39*	• More Time (See last entry under Helpfulness in Trainer Prep.)	26	• Consideration for others' views, culture, values, feelings	43
• Written Materials/ Curriculum	21	• More detailed/guided orientation to Modules	22	- Richness of diversity - vital role of each member of Community - Importance of two sets of eyes - Effort/commitment to include cultural material in life/work - Never assume	
• Presenters/Trainers • Professional Environment • Friendliness • Support •	17	• More information on how to "put it all together"			
• Meeting/Working with Team	22	• More time to talk to speakers	13		
• Diversity of Participants	8	• More time to talk with other teams	13	•Persistence - Everything is possible	8
• Sharing Stories/Experiences	17	• Make certain air condition works	13	•Teaming - Parent/Professional partnership	13
				•Vision Statement - Personal/Professional	8

*May not total 100% due to multiple responses or no response.

Evaluation Outcomes – Pilot and Replication Training
(N=24)

Increase Involvement of Diverse Families		**Delivery of Culturally Competent Family Centered Services**		**Provide Technical Assistance And Training to Increase Culturally Responsive Practices**	
• Newsletter Articles - Staff & Parent contributions • Materials translated into native language • Use of Interpreters • Parent/Professional collaboration/ involvement - Planning together when there is a change or problem • Include Parent Report in IEP • Give parent classroom volunteers choice of activities • Bridging home child rearing practices with school practices • Increased staff sensitivity to families' beliefs • Develop Parent Resource List		• Review/Update library materials • Use of reframing skills to maintain positive outlook • Journaling to keep track of progress • Cultural Competence & Family Centered focus • Awareness importance of economics/demographics • Respect Home Culture • More sensitivity in progress notes • Stereotyping less; making fewer assumptions • Reflect on training when working with diverse families • Collaboration with others in the community working with diverse families		• Inservice at staff meetings • Workshops • Informal discussions • Meeting with the principal • Concepts useful in working both with parents & teachers • Hired bilingual staff • Request bilingual substitutes • Hiring psychologist specializing in play-based assessment • Using/teaching problem solving skills • Sharing the skill/art of reframing • Representation on the CSB Cultural Diversity Committee • Formal presentation to coordinator & administrator	

Increase Involvement of Diverse Families		Delivery of Culturally Competent Family Centered Services		Provide Technical Assistance And Training to Increase Culturally Responsive Practices	
• Multicultural bulletin board in parent's waiting area • Mirror in testing room for parents		• Culturally sensitive newsletter • Changing focus of assessment tools & IFSP process to make it family friendly • Greater sensitivity to second language learners • Support the home language • Better use of non-English materials including toys and books • Learning a second language • Identifying service gaps		• Developed multicultural/multi-disciplinary team • Review agency forms/materials to promote the use of sensitive/ correct language • Obtained Early Intervention Certification • Presented at national meetings • Resource to other graduate students taking EDSE classes	

MULTICULTURAL EARLY CHILDHOOD TEAM TRAINING: OUTREACH

1. As you review the Participant Notebook and Trainer's Guide, are you able to understand most of the activities without further explanation or direction? Do these materials stand alone?

   Do you find these materials clear and useful? Why or why not?

   What other information would be helpful?

   Which materials are most helpful?

2. Based on your training experiences and the needs at your site...

   How would you use these materials for other purposes, and what might those purposes be?

   Or

   If you have already used the materials, how have you used them?

3. The Project will be developing and field testing an additional guide to assist trainers.

What additional things would you want to see for trainers trying to adapt these training materials? What suggestions do you have?

How might these training materials be used for different audiences and for diverse purposes?

4. Please read the Trainer's Guide instructions for using the case studies and the case studies themselves. As you read, think of how additional case studies would augment your use of the materials.

What kind of studies should be added to give the trainers additional flexibility?...Children of different ages?...different cultures?...different situations?

Multicultural Early Childhood Team Training
Leadership Training Institute for Parent/Professional Teams

Queen Anne County, MD
October 15 & 29, 1999

EVALUATION

Thank you for your participation in this training. We have enjoyed getting to know about you and your communities. Please take a few moments to briefly answer the following questions. Your answers provide valuable feedback, as well as give us insight for future activities and events. Again, thank you.

1. Before you came to this training, how ready did you feel to work as a member of a family/professional team providing training about cultural competence?

2. In what ways did this training help your team?

3. What is one new thing that you learned?

(Please continue on reverse side)

C. Leadership Institute Materials

Agenda
Saturday, June 26, 1999

8:30 - 9:00 AM	Continental Breakfast *Student Union Building II*
9:00 - 9:30 AM	Graduate Teams in Action: Shared Outcomes
9:30 - 10:30 AM	Team Module Reviews: Questions & Answers
10:30 - 10:45 AM	Break
10:45 - 11:15 AM	Tips for Trainers ABCs for Using the Curriculum *Trainer's Guide, Orientation Section*
11:15 - 12 Noon	Program Self-Assessment & Action Planning *Module 2, Activity 5* *Module 12, Activity 4*
12 Noon - 1:00 PM	Lunch
1:00 - 3:00 PM	Technology Training Lab *Robinson A-352* ***Kristine Neuber*** ***Instructional & Assistive Technology Coordinator*** *Graduate School of Education* ***John Castellani, Ph.D.,*** ***Program Development Coordinator*** *Helen A. Kellar* *Center for Human disAbilities*

Multicultural Early Childhood Team Training
http://chd.gse.gmu.edu/MECTT

Multicultural Leadership Training Institute 1999

George Mason University, Fairfax, Virginia
June 24-26, 1999

Agenda
Thursday, June 24, 1999

12:30 - 1:00 PM	Registration *Student Union Building II*
1:00 - 1:20 PM	Team Collage/Logo *Module 2, Activity 3*
1:20 - 1:40 PM	Welcome from Project Collaborators ***Cherie Takemoto, Executive Director*** *Parent Educational Advocacy Training Center (PEATC)* ***Michael Behrmann, Ed.D., Director*** *Helen A. Kellar Center for Human disAbilities* Institute Overview ***Eva Thorp, Ed.D., Project Director*** ***Kyppee Evans, Project Coordinator***
1:40 - 2:40 PM	Team Introductions
2:40 - 3:00 PM	Curriculum Overview: Cross-cutting Themes *Module 1, Activity 2 & 4*
3:00 - 3:15 PM	Break & Survey Assignment *Module 5, Participant Notebook, P 5.2-5.4*
3:15 - 3:45 PM	Views of Parenting, Growth and Development *Module 5, Activity 2*
3:45 - 4:15 PM	Family Centered Principles *Module 2, Activity 2*
4:15 - 4:45 PM	Inclusive Services: Cultural Factors *Module 7, Activity 4*
4:45 - 5:00 PM	Summary & Evening Assignments
5:00 - 7:00 PM	Reception ***Featuring....I be IBé the Storyteller*** ***Bistro, Johnson Center***

Agenda
Friday, June 25, 1999

8:15 - 8:45 AM	Continental Breakfast *Student Union Building II*
8:45 - 9:00 AM	Welcome to the Graduate School of Education ***Gary R. Galluzzo, Ph.D.*** ***Dean, Graduate School of Education***
9:00 - 9:30 AM	Cultural Exploration *Module 1, Activity 3*
9:30 - 12 Noon	Keynote Speaker & Morning Session ***Isaura Barrera, Ph.D.*** ***Associate Professor*** *University of New Mexico*
12 Noon - 1:00 PM	Lunch *Crossroads, Johnson Center*
1:00 - 2:30 PM	Diversity through Family Stories ***Sylvia Y. Sánchez, Ed.D.*** ***Associate Professor*** *Graduate School of Education* *Student Union Building II*
2:30 - 2:45 PM	Break
2:45 - 4:15 PM	Leadership and Cultural Diversity ***Herma Williams, Ph.D.*** ***Professor*** *Graduate School of Education*
4:15 - 4:45 PM	Emerging Themes ***Betsy Ayankoya*** ***Technical Assistance Coordinator*** *National Early Childhood Technical Assistance System (NEC*TAS)*
4:45 - 5:00 PM	Wrap Up & Evening Assignments

George Mason University

4400 University Drive
Fairfax, Virginia 22030-4444

(703) 993-1000
TDD: (703) 993-1002

January 14, 1999

Dear Colleague:

George Mason University's Center for Human disAbilities (CHd) and the Parent Educational Advocacy Center (PEATC) are pleased to invite you to attend our Third National Multicultural Leadership Institute for Parent and Professional Teams. This will be a three-day training of trainer's seminar for diverse family/professional teams. The Institute addresses family centered practices and cultural diversity in early childhood settings and will be held June 24-26, 1999 on George Mason's campus in Fairfax, Virginia. Located in Northern Virginia, GMU is convenient to all the resources of the nation's capital and the Washington Metropolitan Area. The University's location combines the quiet of a suburban setting with accessibility to Washington's libraries, galleries, and museums as well as Virginia's historic sites.

The Institute is sponsored by the Multicultural Early Childhood Team Training (MECTT) project, and is a collaborative effort between the CHd and PEATC. This project is now in its sixth year of funding and its third year of an outreach grant from the U. S. Department of Education. Participants will receive one (1) graduate or undergraduate credit. The cost of tuition is provided by the grant. There will be a small registration fee. It is the project's expectation that participants will be able to replicate MECTT in their respective communities. Teams attending the Institute will have an opportunity to begin action planning for replication.

Following the development of training curriculum, MECTT was piloted in 1994 at George Mason University and replicated at Old Dominion University and Virginia Commonwealth University in 1995. We are currently in national outreach, working with teams from California, Illinois, Maryland, Pennsylvania, Virginia, Wisconsin, and the District of Columbia. Participants are diverse in ethnicity, language, religion, geographic distribution, and economic status, all of which leads to a rich exchange of ideas and information. Varied early childhood program settings are represented as well. We continue to receive positive feedback about what participants have learned and the many ways they have used the curriculum materials.

This is a unique opportunity for a limited number of teams. The Institute will be available to thirty (30) participants. Acceptance to the Institute will be by application only, due by March 31, 1999. To receive an application, fill out the bottom portion of the enclosed flier and return it as directed. We have also enclosed a project brochure for your information. We invite your further inquiries.

Sincerely yours,

Eva K. Thorp, Ed.D.
Project Co-Director

Nona Flynn, Ed.D.
Project Co-Director

Kyppee White Evans
Project Coordinator

Cherie Takemoto
Training Coordinator

Enclosures

Multicultural Leadership Training Institute for Parent/Professional Teams

Summer 1999

You are cordially invited to attend a national training of trainers seminar addressing family centered practices and cultural diversity in early childhood settings.

When: June 24, 1999 through June 26, 1999

Where: George Mason University
Johnson Center
Fairfax, Virginia

Collaborators: Multicultural Early Childhood Team Training (MECTT) is a collaborative project between George Mason University's Center for Human disAbilities and the Parent Educational Advocacy Training Center (PEATC). Graduate credit or undergraduate credit may be available.

. . . . . .

For more information, fill out the following information request form and mail or fax to:

Kyppee White Evans
George Mason University
Center for Human disAbilities
4400 University Drive, MS 1F2
Fairfax, VA 22030-4444
Phone: (703) 993-3670
Fax: (703) 993-3681
E-mail: kevans2@wpgate.edu.gmu
http://chd.gse.edu/chdinfo/multi.htm

❑ Yes, I would like more information on the Multicultural Leadership Training Institute. Please mail information to me at the following address:

Name: _____

Organization: _____

Address: _____

Phone Number: _____

This project is funded by grant H024D60012 from the
Office of Special Education Programs, U.S. Department of Education.

Multicultural Leadership Training Institute for Parent/Professional Teams

Team Application

Please complete the following information together as a team.

Team Members/Applicant Names:

1. Name: _____
   Address: _____
   Day Phone: _____ Evening Phone: _____

   Are you a parent of a child or children with disabilities? Yes No

2. Name: _____
   Address: _____
   Day Phone: _____ Evening Phone: _____

   Are you a parent of a child or children with disabilities? Yes No

Organizations *(include address if different from above)*:
Telephone:
Geographical area served:

Briefly describe each of your roles, as you currently function or expect to function, as a parent/professional team.

Why do you want to participate in the Multicultural Leadership Training Institute?

What experiences or strengths do you feel your team will bring to this institute?

How will your program benefit from your team's participation in this training?

What do you see as potential opportunities for using training materials?

A Collaborative Project of the Center for Human disAbilities (703) 993-3670 and the Parent Educational Advocacy Training Center (PEATC) (703) 691-7826.

D. Abstract of Outreach Project

Description of Modules

Abstract

Multicultural Early Childhood Team Training (MECTT): OUTREACH

Purpose or Goal Statement: To infuse cultural competence in early childhood programs by disseminating and replicating a proven parent and professional inservice training model.

Need: Two change factors have created a critical need for training in early childhood programs. The first is the increasing cultural diversity of families in American society today. The second is the adoption of the recommended practice of family-centered service delivery for families with young children with disabilities. To successfully involve families in their young children's education, early childhood programs must become culturally responsive in working with all families in their communities.

Description of Model: With the support of an inservice training grant, a multicultural parent/professional training model was developed to improve services to diverse families of young children with special needs. The Multicultural Early Childhood Team Training (MECTT) model is based on the premise that effective lasting change takes place when culturally diverse parents and professionals are prepared to work as training teams in their agencies and communities. These teams are prepared to:

(a) increase involvement of culturally diverse families in their children's development and education;
(b) deliver culturally competent family-centered services;
(c) provide assistance and training to staff to increase culturally responsive practices.

A multicultural parent/professional staff developed and field tested this model with guidance from many culturally diverse families and expert professionals. The richness of the training developed may also be attributed to the partnership modeled by the sponsors, George Mason University and the Parent Educational Advocacy Training Center. The proof of the effectiveness of the model has been the impact on the participants and their communities. These positive outcomes have motivated the entire project staff to pledge a commitment to continue working together.

Proposed Workscope and Objectives: This application for funding seeks to ensure that this training model and staff expertise will reach a minimum of 100 agencies/programs at state and community levels during the next three years. The Northern Virginia community, as a part of the Washington/Baltimore large metropolitan area, provides an ideal location for launching an outreach program. During the first year of the program, the staff will concentrate on working with agencies to disseminate the model in the District of Columbia, an Enterprise Community, in Baltimore, Maryland, an Empowerment Zone, and in Norfolk, VA, an Enterprise Community. Concurrently, the staff will develop and field test a guide to assist parent/professional teams to adapt MECCT materials for a broad range of uses and different types of audiences. For the next two years of the outreach grant, the staff will work in collaboration with the National Early Childhood Technical Assistance Center to replicate the model throughout the country.

The outreach project's objectives are:

Objective 1: To prepare culturally and linguistically diverse parent/professional teams who will provide leadership and training for local and state early childhood programs.

Objective 2: To develop a guide to assist parent/professional training teams in adapting the MECTT training materials for a broad range of programs and audiences.

Objective 3: To provide technical assistance to adoption sites in developing and implementing state and community action plans.

Unique Features: Parent/professional partnerships are modeled throughout all aspects of the training - staffing, strategies and activities of the training, trainers and trainees. The materials are applicable for use with a broad range of cultural, ethnic and linguistically diverse communities. The materials were developed and initially field tested in the Greater Washington Metropolitan area where over 150 languages are spoken in homes. Concepts of cultural competence are linked with recommended early childhood practices. The model is based on the strong belief that, given the opportunity, cultural diversity enriches early childhood programs as well as community life.

Outreach Targets: Culturally diverse parents and early childhood professionals, all personnel working in early childhood programs, early childhood programs in Empowerment Zones and Enterprise Communities, preschool coordinators, CSPD coordinators, Interagency Coordinating Councils, staff development coordinators, program coordinators and parent liaison specialists.

Module Overview

Module 1: The Basics of Cultural Competence

This module provides participants with an overview of the course and introduces the underlying philosophies and cross-cutting themes of Multicultural Early Childhood Team Training. Participants are guided through exercises addressing cultural awareness and sensitivity.

Module 2: Cross-cutting Practices

This module addresses culturally competent family centered practices and effective teamwork. A problem solving process is presented in this module and will be revisited in other modules.

Module 3: Family Find

This module addresses the requirements in IDEA to identify children who may have special needs and to inform diverse communities know about early intervention and special education services. Participants identify innovative strategies and techniques for finding and establishing alliances with culturally diverse families.

Module 4: Communication and Partnerships

This module offers participants an opportunity to explore communication, especially between families and professionals from different cultural backgrounds. General principles of communication and specific cultural factors which influence interpersonal communication are addressed.

© Multicultural Early Childhood Team Training, 1998

Module 5: Child Development

Participants recall their own childhood/child rearing practices, and how these experiences influence their views of others. Various cultural perspectives on child growth and development are discussed and tied to implications for family centered services and related to cultural competence.

Module 6: Family Centered Assessment Practices

Assessment is defined, family centered best practices are described, and cultural factors identified in this module. The role of the family throughout the assessment process is discussed.

Module 7: Inclusive Services

This module focuses on strategies for providing services to young children with disabilities in places where other young children, who do not have disabilities, are typically found. Participants will explore parent/professional collaborative approaches for planning and will address dimensions of culture that may affect planning for services in natural or least restrictive settings.

Module 8: Individualized Family Service Plan (IFSP) and The Individualized Education Program (IEP)

This module addresses the required components of the Individualized Family Service Plan and the Individualized Education Program from the perspective of how families from diverse cultures may participate as partners with professionals. Small group activities address cultural issues at IFSP/IEP meetings.

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Module 9: Home Visits

This module explores the meaning of home and the importance of home visiting in early childhood special education. Participants are provided with strategies and techniques for conducting family centered home visits with culturally diverse families.

Module 10: Facilitating Transition

This module focuses on the importance of the transition process. Participants identify strategies for planning and adopting transition approaches that are family centered and culturally responsive.

Module 11: Program Change for Cultural Competence

Participants review what they have learned and share segments of the modules with program administrators. A process for identifying a target for program change is presented as the first step in action planning to increase family centered culturally competent practices.

Module 12: Developing An Action Plan

Participants apply what they have learned by problem solving and developing an action plan for change for their programs. Factors necessary for successfully making major system changes are identified.

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E. Sample Newsletter

MECTT Message

Multicultural Early Childhood Team Training Volume 2, 1999

At A Glance...

Multicultural Early Childhood Team Training is a comprehensive training curriculum that prepares parent and professional teams to improve services to diverse families of young children with special needs. The project is a family/professional collaborative effort. George Mason University's (GMU) Helen A. Kellar Center for Human disAbilities (KCHd) and the Parent Educational Advocacy Training Center (PEATC), the federally funded parent training and information center for the Commonwealth of Virginia, have together developed all project curriculum materials.

In This Issue

At A Glance...

Outreach Update

MECTT Leadership Institute Evening Reception...You're Invited!

We Love Stories

Assistant Secretary Visits GMU Center

Check Out These New Resources

Evaluation

A New Name and a New Address

The Washington D.C., Multicultural Early Childhood Team Training Team

MECTT Training Materials

Outreach Update

Time passes so quickly, and this program year has been very busy. It's spring, and must be time for our annual newsletter. You won't believe all that we've done and where we've been.

Our third year of outreach followed a very exciting Multicultural Leadership Training Institute for Parent/Professional Teams at the end of June '98. Ten teams (31 participants) were accepted, representing five different states. Along with faculty from GMU's Graduate School of Education, who are leaders in the areas of diversity, training, home language, and leadership, Dr. Beth Harry from the University of Miami was in attendance to give the keynote address and facilitate a workshop. We are still receiving positive feedback about last year's event.

In September '98, Dr. Lora Fader, Assistant Professor in the Graduate School of Education at George Mason University, joined members of the project team for two days of outreach training in Milwaukee, Wisconsin. We joined with our partners in outreach from the State of Wisconsin's Department of Health and Family Services. This group was our largest ever, with 49 participants in attendance. We enjoyed, and benefited from, a group of this size because of the volume information exchange and richness of the many experiences. We thank our partners for their recruiting efforts and for the overall coordination and logistics of the training.

In year three of outreach, the project has proposed to conduct training at three sites. Regionally, we travel to the Shenandoah Valley area of Virginia, and nationally to the states of Maryland and California. At this time, we can report that we have completed the team training at the Virginia site. We met in Front Royal, Virginia on March 23 and 25, 1999. Our partner in outreach was the Shenandoah Valley Interagency Coordinating Council (SVICC) operating out of the Early Intervention Office. We talked and planned with the coordinator regarding this event for almost a year. We trained an enthusiastic diverse group of 25, serving a broad range of infants, children, and youth. We had heard such great things about teams in the Valley. They were all true!

Presently, we are preparing for the 1999 Multicultural Leadership Institute. The project will host family/professional teams from across the United States and Puerto Rico at George Mason University June 24 through 26, 1999. Some things remain the same at this third Institute...it is a three-day national training for family/professional teams addressing family centered practices and cultural diversity in early childhood settings. Participants earn one graduate or undergraduate credit upon completion of the course. Participants also receive a set of the MECTT training materials. Some things have been added...this year there will be a reception the first evening with a storyteller and a technology lab the final day. Each Institute we are challenged to bring in additional faculty and resources to supplement and complement the training and education provided by our project's team. This year we are thrilled to have Dr. Issaura Barrera, Associate Professor of Special Education at the University of New Mexico who will be the guest lecturer and provide the keynote address. Already, the excitement is building.

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MECTT Leadership Institute Evening Reception...You're Invited!

The MECTT project will be sponsoring its third Multicultural Leadership Training Institute for Parent and Professional Teams on June 24-26, 1999. This is a three-day national training seminar addressing family centered practices and cultural diversity in early childhood settings. In addition to George Mason University faculty who are experts in the fields of leadership, diversity, and technology we are especially excited to have Dr. Isaura Barrera from the University of New Mexico provide the keynote address.

As part of this special event, we will be hosting a reception on Thursday, June 24, 1999 from 5-7:00 P.M. at the Bistro (located on the ground level) in the Johnson Center. Refreshments will be served and we hope to have a story teller. This will be an opportunity for our Leadership Institute participants to socialize and get to know the project team and each other. We also hope this will serve as a reunion for many of our former participants and MECTT graduates. Other friends and Design Task Force members are welcome as well.

Consider this an invitation. For planning purposes, please call our office to confirm your attendance (703-993-3670). The Johnson Center is located at the heart of George Mason's campus in Fairfax, Virginia. The building is directly across from the parking deck (making parking easy, rather than challenging) off of Mason Drive. We'll be glad to provide you with directions to the University and a campus map. We'd love to have you join us. Come for the get-together!

We Love Stories

Dr. Sylvia Sánchez, Associate Professor at the Graduate School of Education, joins the MECTT project team for her third Multicultural Leadership Institute this June. She will facilitate an afternoon session on Friday, June 25th, entitled *Diversity through Stories*. She will discuss the use of reflective strategies to promote responsive practices with families of culturally, linguistically, and ability diverse young children. These strategies are appropriate to preservice and inservice groups and have been developed and validated collaboratively by several projects at GMU and PEATC, and replicated nationally among early intervention, Head Start, and Migrant Head Start sites. The strategies enable participants to explore their own stories and cultural histories, to reflect upon their current experiences, and to address problems that pose dilemmas for families and professionals in their work in diverse settings. We look forward to her presentation.

Assistant Secretary Visits GMU Center

Judith E. Heumann, Assistant Secretary, Department of Education, Office of Special Education and Rehabilitative Services, plans to visit KCHd on May 18, 1999. She will be reviewing the MECTT and Literacy Access Online programs to promote the collaborative efforts of universities and state parent training and information centers (PTI). PEATC and GMU have worked in partnership for the past six years on the MECTT project. Also a collaborative effort is the Literacy Access grant which began in September of 1998. At a national meeting last January, the Assistant Secretary challenged all early childhood special education projects to value diversity in staffing and to collaborate with parent organizations. She also encouraged hiring individuals with disabilities to enrich program perspectives.

MECTT models the collaborative spirit in all aspects of the project. Jointly funded and co-directed, the project requires that all training be conducted by parent/professional teams and all materials focus upon respecting, including, and valuing all individuals. During the current outreach phase MECTT staff projects that parent/professional teams from eight states and Puerto Rico will have completed training and will be disseminating the materials.

Check Out These New Resources

There is a short (just five minutes) video that addresses the topic of inclusive services in a very special way. It's entitled, *Recipe for Life*. You feel warm, wonderful, and "included" by the end. We've added this video to our outreach training. Please add it to your video resource listing. Order information is as follows:

The iDeA Group
P.O. Box 701
Waite Park, MN 56387
E-mail: ideagrp@cloudnet.com

The Southern Poverty Law Center publishes an award winning magazine entitled *Teaching Tolerance* in the fall and spring. In addition, the center has produced video and text educational kits for classrooms. The magazine and educational material are free of charge. For more information contact:

Teaching Tolerance
A Project of the Southern Poverty Law Center
P.O. Box 548
Montgomery, AL 36177-9621

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Evaluation

Project evaluation is a continuous process. It involves a number of people and takes place at many different levels. Evaluation occurs as we receive immediate feedback from participants during and following training. Grant proposals and progress reports include current evaluation data. In addition, project consultants and the Design Task Force (MECTT's advisory group) review, and contribute to, our progress since the project's inception in 1993. Guidance and input has been provided for years.

What follows focuses on evaluations received from individuals in three categories of project participation: pilot and replication; outreach; and leadership institute. In summary, responses from MECTT participants have demonstrated tremendous support for the training. It has proven beneficial in work with professionals and diverse families of children with special needs. In general, participants have given the program credit for heightening their level of awareness, developing and broadening their understanding of cultural competence, and sensitizing them to a range of cultural diversity issues. Some have said that MECTT has changed the way they interact with families because of a better understanding about the influence and impact of culture. Very positive comments were received regarding training activities and materials, trainers and guest speakers, and the training environment.

We thank those of you who contribute to this process and provide us with feedback. We appreciate those who take the time to thoughtfully complete written evaluations at the close of training, and more recently, participate in a follow-up survey via telephone. It is important. Thank you.

A New Name and A New Address

The Center for Human disAbilities has been renamed following a donation to George Mason University from Arthur and Elizabeth Kellar of Fairfax, Virginia. The gift was specifically designated for the Center, which has been renamed The Helen A. Kellar Center for Human disAbilities, in memory of the Kellar's daughter. The $3.2 million gift is one of the largest in the history of the university and will create new educational opportunities, bring together experts in the field, broaden research initiatives, and coordinate existing and future services especially in the area of learning disabilities. This generous gift will have a deep and lasting impact, and both the university and the community will benefit.

PEATC's on the move! By June 1, 1999, PEATC will be moving to a new address. The new location will be: 6320 Agusta Drive; 12th Floor; Springfield, VA 22150. The toll-free number in Virginia will remain (800)869-6782.

The Washington D.C., Multicultural Early Childhood Team Training Team

Several summers ago, the Washington D.C. team, held it's first training using the Multicultural Early Childhood Team Training model. Ten teams of two parents and one professional in early intervention spent two full days with us at the Lt. J.P. Kennedy Institute.

The training team was also comprised of parents and professionals who represented D.C. Public Schools (DCPS), The D.C. Early Intervention program, our local parent training and information center (PTI), and the Lt. J.P. Kennedy Institute. Although we had all been colleagues for many years, this was the first time that we worked together on a project.

The training team chose four modules from the Multicultural Early Childhood Team Training to cover in four days. We really had an exceptional experience with all of the teams. The modules were a hit. Parents and professionals shared information with each other about their cultural heritage, talked about family centered practices, and covered many other important areas that affect relationships between families and professionals.

So, where are we now? Well those of us on the training team have continued to work in our respective positions in the District and we incorporate all of the philosophy and learning that we taught that summer in our activities. As one example, the Lt. J.P. Kennedy Institute, in collaboration with S.E. Children's have provided training to well over six hundred child care providers on the subject of full inclusion of children with special needs in a natural environment. In all our training, we discuss how to work with families utilizing family centered, culturally competent practices.

In another situation, a parent who attended the training went on to work in a childcare setting and is currently participating with the full inclusion training initiative as a parent trainer. She has had many opportunities to successfully advocate for her daughter. As a result, her daughter is the first child with cerebral palsy to be fully included in one elementary school in DCPS as well as being included in a recreation program previously not open to children with special needs.

The benefits from our experience together have been unfolding steadily. We hope that many more parents and professionals have the same opportunity we did to work together as teams.

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MECTT Staff

Nona Flynn, Ed.D ..... *Project Co-director*
Eva K. Thorp, Ed.D. ..... *Project Co-director*
Kyppee White Evans ..... *Project Coordinator*
Cherie Takemoto ..... *Training Coordinator*
Cheryl Beyer ..... *Graphic Designer*

For more information, contact

George Mason University
The Helen A. Kellar Center for Human disAbilities
4400 University Drive, MS 1F2
Fairfax, VA 22030
(703) 993-3670 (Voice/TDD)
(703) 993-3681 (Fax)
http://chd.gse.gmu.edu/MECTT/
E-mail: kevans2@wpgate.gmu.edu

or

Parent Educational Advocacy Training Center (PEATC)
6320 Augusta Drive, 12th Floor
Springfield, VA 22150
(703) 691-7826 (Voice/TDD)
(703) 691-8148 (Fax)

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5-37990

MECTT
George Mason University
The Helen A. Kellar
Center for Human disAbilities
4400 University Drive, MS 1F2
Fairfax, Virginia 22030

MULTICULTURAL EARLY CHILDHOOD TEAM TRAINING

MECTT Training Materials

MECTT is a comprehensive training curriculum that prepares parent and professional teams to improve the services to diverse families of young children with special needs. Presently, the curriculum materials are available through outreach and to course participants at the leadership institute. These materials were developed by the project collaborators, George Mason University (GMU) and the Parent Educational Advocacy Training Center (PEATC).

The training materials include two books, a Participant Notebook and a Trainer's Guide. There are twelve modules developed in collaboration with multicultural community organizations and families. The Participant Notebook includes objectives, teaching activities, evaluation and assignment sheets, a glossary, and readings. Training modules are as follows: (1) The Basics of Cultural Competence; (2) Cross-cutting Practices; (3) Family Find; (4) Communication and Partnerships; (5) Child Development; (6) Family Centered Assessment Practices; (7) Inclusive Services; (8) IFSP and IEP; (9) Home Visits; (10) Facilitating Transition; (11) Program Change for Cultural Competence; and (12) Developing an Action Plan.

The Trainer's Guide supports the Participant Notebook and is organized to make the planning and delivery of training as easy as possible by providing step-by-step notes for instruction. Included at the beginning of the guide is a welcome and an orientation section, and at the end are overheads. Every module begins with a *Module-At-A Glance* providing activity descriptions to include the suggested time frame as well as advance preparations and materials needed. Activities are designed to support team building and collaboration, with the flexibility to ensure the participation of individuals with diverse educational backgrounds and experiences. The training materials can be used interchangeably for a variety of needs, audiences, and settings.

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